



# **Reform Redesign Report**

Ralph J. Bunche Academy

Ecorse Public School District

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## **Introduction**

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

# Executive Summary

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

The city of Ecorse is a 2.7 square mile suburb of southwest Detroit. According to the 2010 Census report, the population of Ecorse is 9512 people, with 73% of residents 18 years of age or over. Twenty-seven (27) percent of residents are 18 years or under. Ecorse is comprised of 46% African American, 37% Caucasian and 13% Hispanic, with less than 1% American Indian. The median household income is \$27,142. There are a total of 4544 housing units, in which a 3646 are occupied.

Ralph J Bunche Academy houses prekindergarten through 3rd grades where students are taught in self-contained classrooms for one academic year. There is full inclusion for students with special needs. The building also houses The Guidance Center Head Start for 3 and 4 years old which services 90 children. Currently, there are 32 students in the Great Start Readiness Program (GSRP), 78 students in kindergarten, 67 students in 1st grade, 69 students in 2nd grade, and 65 in 3rd grade.

During the 2011-12 school years there were 272 students enrolled at Bunche Academy. There were 211 African Americans, 45 Caucasian, and 16 Hispanic students. In 2010-11 school years, there were 272 students enrolled, 206 African Americans, 45 Caucasian and 21 Hispanic students. In 2009-2010 school years, there were 236 students, 171 African Americans, 43 Caucasian, and 22 Hispanic students.

During the 2009-10 to 2011-12 school years, the average gender population was 45% females and 55% males. Special education averaged 5% of students for the three year period. Ninety-nine (99%) of Bunche Academy students are economically disadvantaged and qualify for free or reduced lunch.

Bunche Academy professional staff all meets the highly qualified requirements of NCLB. All possess a minimum qualification of a bachelor's degree and full state certification. In addition, all meet the criteria of at least one of the following: Michigan Test for Teacher Certification (MTTC), master's degrees and post graduate studies and certifications. Professional staff includes instructional staff, an administrator, a special education teacher, a speech pathologist, a school psychologist, a school social worker, four instructional coaches, and two paraprofessionals. All paraprofessionals have passed the Work Keys job skills assessments and possess a National Career Readiness Certificate.

Bunche Academy has a total of 18 teachers and 2 paraprofessionals  
6 teachers with 4-9 years of experience  
7 teachers and 2 paraprofessionals with 10-15 years of experience  
5 teachers with 20-30 years of experience  
1 administrator with 31 or more years of experience

The citizens of Ecorse have been witness to dramatic changes in the state and national economy over the past 20 years or so. As the manufacturing sector has declined across Michigan, Ecorse has suffered. Auto manufacturing and steel production jobs have drained from the region. The City of Ecorse has suffered high rates of unemployment, a declining population, and increasing poverty rates. Home foreclosure rates have been high in Ecorse and many key service businesses have closed. At the same time, Ecorse City government lost its way. City officials overspent city funds, failed to keep accurate financial records, and made poor decisions which led to numerous costly

lawsuits. The most recent city administration misappropriated funds and participated in kickback schemes which resulted in prison sentences for the Mayor and controller. The city's failure to properly collect taxes and disperse funds to the county and school district, together with the corruption of its officials, resulted in the community's loss of trust and confidence in its elected officials and local city government.

The state appointed an Emergency Financial Manager for Ecorse. She noted that the financial status of the City of Ecorse was beginning to improve. The Michigan Municipal League (MML) and the nonprofit community service organization known as LIAA guided a communitywide process to help the citizens of Ecorse develop a strategic plan for the city. LIAA developed an aggressive process for engaging a large number of citizens in a multipart discussion on the future of the community. A Project Advisory Committee was formed to help encourage public participation, plan for large community gatherings, and refine this unique civic engagement project. All the community assets were identified under eight key topics. These are the topics used to organize and categorize the Goals and Objectives described in this Citizens' Strategic Plan for Ecorse Community Development. The eight topics are:

- (1) Government;
- (2) Physical Design & Walkability;
- (3) Greenway & Parks;
- (4) Cultural Development;
- (5) Entrepreneurship, Business & Economic Development;
- (6) Transportation;
- (7) Education; and
- (8) Neighborhoods.

The superintendent of Ecorse Public Schools is represented on the Project Advisory Committee. GOALS & OBJECTIVES were developed by Envision Ecorse! participants to Ecorse City officials, community leaders, organizations and citizens. The document offers a tangible and substantial focus for efforts by elected and appointed Ecorse City officials as well as a wide range of citizen groups, civic organizations, schools and citizens.

We Envision Ecorse as a beautiful, diverse and multicultural community with a booming waterfront, a thriving downtown, abundant cultural opportunities, high-quality recreational facilities, and a first rate transportation system. The citizens of Ecorse take pride in their well-kept homes, safe neighborhoods and a strong educational system, welcoming visitors and celebrating their durable riverfront community.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### **Vision Statement**

Bunche School will strive to provide quality educational experiences to all children.

### **Mission Statement**

The mission of Ralph J. Bunche Academy, in cooperation with the community, is to help all students achieve to their highest potential in a caring and safe environment that promotes responsibility, good citizenship and success in an ever changing society.

### **Beliefs Statement**

We believe...

- Every child can succeed beyond expectations.
- Students must be exposed to many learning experiences.
- Students must have respect for themselves and others.
- Cooperation, collaboration, and respect are essential for a successful school.
- Students learn best in a safe and non-threatening environment.
- Expectations affect achievement.
- Education is a cooperative effort made by parent, teacher and student.
- Students must take responsibility in their learning process.
- Educators are role models for students.
- Effective schools promote good citizens.
- Racial and cultural diversity enriches the lives of students.
- Technology education is essential in today's society.

The curriculum is in transition alignment with the Common Core State Standards in ELA and math. School-wide instructional strategies have been designed to increase achievement. Bunche Academy has adopted the following researched-based Schoolwide Reform Strategies.. Students in all grades will review and practice targeted reading, writing, math, social studies and science skills using cooperative learning processes and carefully designed learning centers.

### **Reading**

Students will receive comprehensive instruction in ELA academic vocabulary using Marzano (2004) six-step process. Students in grades kindergarten through third will receive extensive reading instruction with a focus on comprehension. Whole and small group instruction will be provided to help students develop strategic approaches to constructing meaning including the following strategies:

Think aloud

Directed Listening & Thinking Activity

(DLTA)

Directed Reading & Thinking Activity

(DRTA)

Question and Answer Relationships



(QAR)

## Writing

Students will use writing to support reading across the curriculum and genre writing. Process writing and 6+1 Traits will be taught and practiced by first through third grade students using 4-pocket Writing Process folders.

## Math

Students in grades K-3 will be given the opportunity to access math in varied ways, such as an increase in the practice of using manipulative materials to move from concrete to representational to abstract, as one-way to address different learning styles.

## Social Studies

Students in grades K-3 will be given opportunities to foster literate practices in social studies through learning centers and inquiry based instructional activities.

## Science

Students in all grades will explore and investigate science concepts using inquiry based instruction with an emphasis on meaningful experiences that engage students intellectually and promote real world application.

## Reading

Students will increase from 25% to 32% proficiency in reading on the 2012 MEAP and increase 10% each additional year 2013, 2014.

## Math

Students will increase from 11% to 18% proficiency in math on the 2012 MEAP and increase 10% each additional year 2013, 2014.

Students will increase 5 NPR as measured by the IOWA Tests of Basic Skills in reading, math, science, and social studies in June 2013, with an additional 5 NPR in June 2014 and 2015.

Students requiring additional assistance receive differentiated instruction using research-based prescriptive educational technology in reading and math. Students are participating in student-centric approaches enabled by technology, where they work at their own pace in ELA and math. My Virtual Reading Coach (MVRC), a diagnostic computerized prescription based program, reinforces common core reading standards toward grade level mastery and Ascend Math reinforces standards in math. MindPlay® Virtual Reading Coach, an intervention program, provides interactive lessons with media-rich content; direct, explicit, and systematic instruction; scaffolded support; a virtual reading specialist and speech pathologist; self-paced and mastery-based instruction; and immediate and specific feedback for the lowest 25% performing students on the MindPlay diagnostic pretest. Ascend Math, a diagnostic computerized prescription based program, will reinforce common core math standards toward grade level mastery for the lowest 25% performing students on The Ascend Math diagnostic pretest. Students requiring additional assistance receive differentiated instruction using research-based prescriptive educational technology in reading and math. Students are participating in student-centric approaches enabled by technology, where they work at their own pace in ELA and math. My Virtual Reading Coach (MVRC), a diagnostic computerized prescription based program, reinforces common core reading standards toward grade level mastery and Ascend Math reinforces standards in math.

Student data will be analyzed to determine if goals are being met in monthly grade level meetings to guide differentiated instruction. Criteria for proficiency will be that all students are performing at a minimal 80% satisfactory level for a given instructional unit. Instructional staff will target non-proficient reading and math skills using cooperative learning processes and designed learning centers with a focus on differentiating instruction. The Title I reading and math specialist will instruct students for 150 minutes per week on non-proficient skills.

Programs and strategies are modified, replaced, and discontinued as necessary.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Bunche Academy made AYP in reading in 2009-2010, 2010-2011, and 2011-2012. In 2009-2010 and 2010-2011 Bunche Academy made AYP in math.

### **Reading**

Students will increase from 25% to 32% proficiency in reading on the 2012 MEAP and increase 10% each additional year 2013, 2014.

### **Math**

Students will increase from 11% to 18% proficiency in math on the 2012 MEAP and increase 10% each additional year 2013, 2014.

Students will increase 5 NPR as measured by the IOWA Tests of Basic Skills in reading, math, science, and social studies in June 2013, with an additional 5 NPR in June 2014 and 2015.

## Additional Information

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

The Bunche Academy facility has been upgraded with additional classroom space, a kindergarten wing, Sportswall gymnasium, computer lab, office infrastructure including computer hardware and software, classroom computers with Internet access, Smartboards, utilities, and data support.

Professional development for Bunche Academy has been planned based on the needs identified from our perception data. Perception data from the 2012 AvancEd teacher survey indicates that teachers agree that increased time for collaboration is effective. Only 16% of teachers agree that a formal process is in place to support new staff in their professional practice, therefore there is a need for increased professional development to support new teachers. 42% of teachers strongly agree that adjusting and monitoring curriculum instruction, and/or assessment to meet the needs of students occurs in the school. Although 79% of staff strongly agree that collaborative meeting take place both formally and informally across grade levels and content areas, more than 50% of teachers agree that there should be more of an alignment between curriculum instruction and assessment.

Staff meets monthly for two (2) hours and bi-weekly for one (1) hour in grade level teams for school improvement purposes planned jointly by the staff and educational leader. In addition, the entire district meets a full day, three (3) times a year for district wide professional development planned jointly by the superintendent, educational leaders, and teachers. Teachers are encouraged to attend workshops and conferences offered by Wayne County Regional Educational Service Agency and various agencies.

Ralph J. Bunche Academy has developed many community and volunteer initiatives that support our efforts. The following events, activities and community partnerships occur during school year.

- ¢ Second Step Violence Prevention Program
- ¢ Target
- ¢ Ecorse Fire Department
- ¢ Ecorse Public Library
- ¢ Downriver Guidance Center
- ¢ Community Care Services
- ¢ Ecorse Head Start
- ¢ Gleaners Back Pack Program
- ¢ Mt. Zion Missionary Baptist Church
- ¢ US Steel Corporation
- ¢ F.A.S.T. (Families and Schools Together)
- ¢ Wayne County Health Department Vision and Hearing Screening
- ¢ Wayne County Dental Cleaning and Sealant Program
- ¢ Give the Gift of Sight
- ¢ Ecorse Community High Performing Arts
- ¢ Pennies for Patients -Leukemia Foundation
- ¢ Generous acts of teachers' monies, materials, and many hours of after school time.

Field trips include:

- ¢ Ann Arbor Museum of Natural History Exhibit
- ¢ Upland Hills Farm
- ¢ Detroit Science Center
- ¢ Greenmead Historical Park - Native Lands
- ¢ Detroit Zoo
- ¢ Toledo Zoo
- ¢ Erie Orchards
- ¢ Earth Works
- ¢ Discovery Center
- ¢ Cranbrook Institute of Science
- ¢ Health Exploration Station
- ¢ Chelsea Milling Company "Jiffy Mix"
- ¢ Eastern Michigan University
- ¢ Calder's Dairy Farm
- ¢ Charles H. Wright Museum of African American History

POINTS OF PRIDE include:

- ¢ Full Day Kindergarten
- ¢ Small Class Size
- ¢ School Uniforms
- ¢ Enriched Literacy and Math Programs
- ¢ MindPlay® Computer Literacy Program
- ¢ Ascend Math® Computer Math Program
- ¢ Guidance Center Head Start
- ¢ Early Childhood Initiative
- ¢ GSRP Prekindergarten
- ¢ SmartBoards®
- ¢ Sportswall® Interactive Games
- ¢ State of the Art Media Lab
- ¢ Classroom Computers
- ¢ Multicultural Activities
- ¢ Parent Activities/Workshops
- ¢ Community Involvement
- ¢ Community Garden
- ¢ Safe School Participant
- ¢ Official "Green" School

# Turnaround Redesign Diagnostic

## **Introduction**

The Turnaround Model includes, among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Dr. Emma L. Epps, Superintendent, eepps@eps.k12.mi.us

Leslie A. Childress-Coleman, Principal, colemanl@eps.k12.mi.us

Kelley Beck, School Improvement Chairperson, Teacher, kelleybeck@comcast.net

Lori Bock, Title I Teacher, loribock@in.com

Dr. Jonella Mongo, Instructional Coach, drjmongo@gmail.com

Garnet Green, MSU Regional Lead MExcel

Dr. Deletha Motley, School Improvement Facilitator, delethamotley@aol.com



## **PART B: TEACHING AND LEARNING PRIORITIES**

**State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)**

1. The 2011 MEAP data indicates 75% of 3rd grade students were non-proficient in reading and 89% of 3rd grade students were non-proficient in math. Based on our research from Wiggins and McTighe (2012), we determined that all instructional staff will be trained and supported to use Understanding by Design (UbD), a framework for improving student achievement. Teachers will plan effective units of instruction aligned to the Common Core State Standards (CCSS) using the "backward design" process. Using formative and summative data, teachers will identify targeted reading and math goals and objectives in order to implement research based strategies and best practices.

-Beginning June 2013 to September 2013, monthly UbD training will be conducted by Authentic Education, Inc.

2. Based on the MEAP data dialogue, it was determined that 39.9% of students were non-proficient in the CCSS as related to reading comprehension (key ideas, details and integration of knowledge and ideas). An item analysis of MEAP indicated that 48.4% of students were non-proficient in math problem solving and 33% were non-proficient in mathematical reasoning.

-Students will receive instruction that focuses on content standards (CCSS) that promote understanding, inquiry, and the transfer of learning.

-Using the MIEExcel Instructional Learning Cycle, the preassessment planning dialogue (what are students expected to learn); preassessment and instructional plan (how will you know when students have learned it); post assessment and instructional dialogue (how will you respond when students do not learn it) teachers will monitor and adjust instruction.

- The Understanding by Design framework aligns to the instructional learning cycle. Weekly UbD coaching support will address designing and implementing effective learning plans and teaching units that foster student understanding and promote real world applications.

-September 2013, coaches will train teachers to use explicit protocols to: identify student-learning challenges, select appropriate instructional strategies, analyze student work for evidence of 80% proficiency, and to hone strategies until desired results are achieved.

-In an effort to ensure continuous improvement and transfer of skills to real world applications, colleagues along with the coach and/or principal will conduct bi-weekly, 30 minute Learning Walks (Biss & Dunne, 2007; Education Bradford, 2011) in classrooms to talk with students about their understanding of specific learning tasks. Staff will receive Learning Walk training in September 2013.

**State what data were used to identify these ideas.**

Big Idea 1: Preception data from the 2012 AvancEd teacher survey indicates that teachers agree that increased time for collaboration is effective. Only 16% of teachers agree that a formal process is in place to support new staff in their professional practice, therefore there is a need for increased professional development to support new teachers. 42% of teachers strongly agree that adjusting and monitoring curriculum instruction, and/or assessment to meet the needs of students occurs in the school. Although 79% of staff strongly agree that collaborative meeting take place both formally and informally across grade levels and content areas, more than 50% of teachers agree that there should be more of an alignment between curriculum instruction and assessment. Consequently, this data supports the selection of Understanding by Design framework.

Big Idea 2: Bunche Academy made Adequate Yearly Progress in 2009-2010 and 2010-2011. AYP was not met in 2011-2012. Target achievement goals were not met in all subgroups of students in mathematics, of the 12 Participation and Proficiency Targets, 11 were met. On the 2011 MEAP, 40% of students were non-proficient in reading comprehension. 48% of students were non-proficient in math reasoning skills and 33% were non-proficient in math problem solving skills. MEAP 3-year trend data indicates students have consistently scored below the state average on these skills.

The IOWA show students in kindergarten exceeded the state expectation of 40 NPR in reading (comprehension non-inclusive) and math in 2010 and 2011. In 2011, first, second, and third grade students did not score 40 NPR in total reading on the IOWA. First grade students scored 39 NPR and third grade student scored 28 NPR in reading comprehension. In Math, first and second grade students did not meet the state expectation of 40 NPR. First grade students scored 28 NPR and second grade students scored 31 NPR on math concepts. Second grade students scored 31 NPR on math problems. Third grade scored 26 NPR on concepts and estimation and 23 NPR on problem solving and data interpretation.

The MEAP and IOWA data indicate a need to increase comprehension, understanding problem solving, and mathematical reasoning. The Instructional Learning Cycle and Understanding By Design (UbD) will address these critical needs.

## **PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS**

**Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.**

The Ecorse School District has not chosen a new principal as of October 12, 2012. The present principal, Ms. Leslie A. Childress-Coleman, will be reassigned to another position in the district for the 2013-14 school year.

At the October 15, 2012 meeting the Board of Education and the Superintendent discussed what competencies the turnaround principal needs and the type of conversational interview to take place. Questions will be structured around the following competencies and responsibilities:

### **COMPETENCIES**

#### **A. Confidence to Lead**

Consistently takes on challenging situations and believes in ability to effect change

Demonstrates strong commitment to others and presents ideas with confidence.

Takes risks to achieve vision and goals, even if they deviate from the norm.

Takes personal responsibility for mistakes and learns from them, while consistently following up with analysis and corrective action.

Able to adapt to the complexities of the urban school environment.

Strong belief that all students can learn to high levels and thrive when given the chance.

Creative thinker who is capable of responding to challenging situations with "out of the box" solutions.

#### **B. Knowledge, Abilities, and Skills**

Analytical thinker who is able analyze and respond to data with practices informed by research.

Familiar with best practices on the school level that create and sustain change.

Able to build capacity in others to continually improve upon practices to garner achievement at high levels.

Knowledge of current education policy trends.

Proven experience leading urban school to accelerate student academic and learning performance.

Extensive knowledge of comprehensive assessment systems.

Success with professional development design and deliver to help teachers raise test scores using data.

Proven experience in conducting rigorous evaluations of educator and school staff performance.

### **RESPONSIBILITIES**

#### **A. Results Orientated**

Promotes a widely shared institutional belief that every child deserves and can have expert instruction and that all team members must be advocates for students.

Sets high performance goals for themselves and other despite instability and obstacles to success.

Creates a sense of urgency and takes immediate action to ensure early successes.

Establishes and monitors high standards for excellence with students, teachers, staff and other stakeholders.

Aligns school resources and prioritizes activities to achieve maximum results based on vision and goals.

Relentlessly focuses school activities on student achievement.

Action orientated

Effectively plans and takes action to achieve goals and objectives.

Consistently identifies potential issues and obstacles and proactively takes action to create and implement solutions.

Formulates and executes action plans despite ambiguity, obstacles or resistance.

### B. Impact and Influence

Establishes a culture of learning and achievement.

Acts consistently to influence others' thinking and behavior to achieve results.

Communicates a clear vision of success and benefits to engage others.

Identifies and engages stakeholders (e.g. parents, community) to drive consensus, build trust and facilitate change.

Anticipates and responds to stakeholder concern and identifies and engages key influencers and community resources necessary for success.

Influences others to take action and demands change.

### C. Develop and Lead High Performing Teams

Effectively builds and organizes adult teams to mirror vision and produce maximum results.

Understands team strengths and gaps.

Selects assignments to build team capacity.

Effectively delegates to others and engages team in decision-making. Encourages learning and consistently provides instruction, expectations, feedback and other developmental activities to encourage leadership and build capacity.

Consistently inspires excellence and promotes high morale.

Quickly recognizes patterns and trends related to school performance.

Analyzes complex information to formulate strategic vision and develop action plans.

Identifies appropriate metrics and uses qualitative and quantitative data to assess performance and drive goals and decision-making.

Recognizes cause and effect between instructional activities and results.

Develop right balance of strategic and tactical plans to achieve immediate success while maintaining long-term vision.

Develop effective processes to achieve desired results.

## PROCESS

A broad search will be conducted among district, local, county, and state mediums. After interviews, background checks, and references are completed, the interview team will decide on a candidate to hire who has shown the ability to (1) take significant risks and commits significant resources to launch new ventures, (2) engage in student success (3) initiate projects and is persistent despite obstacles, (4) say "no" to requests that are not focused on the schools mission, (5) set high standards for compliance and performing; and (6) identify future needs, potential problems and suggest actions to address them.

## TIMELINE

The job posting for the turnaround principal will be posted on April 15, 2013. The interviewing process for hire will begin April 29, 2013 and end May 20, 2013. Interviews will be conducted by the superintendent and designated team. The turnaround principal will begin administrative duties July 1, 2013.

**Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

The turnaround principal with the support of central office will be provided operational flexibility to make recommendations for hiring, retaining, transferring and replacing staff, specifically:

### STAFFING

1. The principal is not bound by the current HR process if it interferes with staffing the school.
2. The principal posts his own vacancies, reviews resumes and credentials, sets up interviews with his leadership team.
3. The principal attends human resource meetings where staffing allocations are decided.
4. The principal determines the status of existing teachers in his/her building and recommends removal or any other action needed to the human resources department.
5. The principal is able to interview and select teachers from outside the district as well as within the district.
6. The principal will determine the posting process to allow his school to attract the best and the brightest, including teaching fellowships from organizations such as Teach for America.
7. The principal has the authority to remove severely ineffective teachers throughout the school year rather than at the end of the school year, unlike the other school. The Academic Engagement Officer from Central Office, the HR department and the principal will partner to enable responsive action as needed.
8. The principal will retain only 50% of staff members that demonstrate the necessary level of commitment and efficiency. He/she will evaluate staff members of multiple measures including student performance and measures of teacher proficiencies.
9. The principal evaluation instrument will be "Teaching: A framework for teaching, reviewing effectiveness in planning and preparation, classroom environment instruction and professional responsibilities". Student assessment performance measures include benchmarks, MEAP scores, class performance, IOWA test scores, and MLPP scores.

### CALENDAR AND TIME

Bunche Academy will adopt the MASS2020 Extended Learning Time model that will add thirty-five (35) minutes to each school day, and one (1) Saturday bi-monthly for three (3) hours. The model will include block scheduling with extended time in core academic subjects, literacy and math. The block schedule will reflect three (3) hours devoted to CCSS literacy, two (2) hours mathematics and two (2) hours electives, i.e. hands-on activities connecting with and reinforcing what's learned; community and civic activities; partnerships and new resources to work with children that are project and inquiry based activities; extra-curricular activities, i.e. Spanish, art, music, sports, dance, and video production; and tutoring. Every second and fourth Wednesday, teachers will have additional planning time, grade level and cross grade level collaboration. The school schedule will be extended by an additional four (4) weeks, four (4) hours per day. Summer school will follow the extended school year for three (3) weeks, (4) hours per day. The summer school curriculum will focus on a themed curriculum which includes core academic content where children are less proficient. Summer school will include weekly field trips directly connected to student learning objectives. A three week Kinder Camp will be offered to prekindergarten students and new students entering kindergarten with an instructional focus on kindergarten readiness skills such as reading, math and listening skills.

After school tutoring will be offered during the school year to all Bunche Academy students. The instruction will be based on intensive intervention, customization of individual student needs, as well as CCSS. After school tutoring will consist of one hour sessions, four days per week.

Enrichment activities offered by Bunche Academy include an after school 'Book Club' and a 'Math Masters Club'. The after school 'Book Club' will meet once a week and involves reading, vocabulary development and comprehension activities for grade levels two and three. 'Math Masters Club' will enhance student math skills through 'hands on' learning and skill mastery of grade level expectations for students in grades one through three.

Every second and fourth Wednesday, teachers will have an additional three and a half hours planning time for data dialogue, grade and cross grade level, and core subject collaboration. The meetings focus will be on curriculum planning, instructional strategies and transitioning to CCSS. They will provide opportunities for teachers to collectively plan instructional goals and objectives to increase student achievement.

### BUDGET

The total set aside amount from the Title I application for Bunche Academy will be used to fund the operational flexibility components.

### GUARANTEE

The Turnaround Redesign Diagnostic Plan was presented to the Board of Education on January 14, 2013. The superintendent, Board of Education, and turnaround principal will guarantee the budgetary designation of the turnaround plan.

**Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school.**

### PRINCIPAL

The superintendent observes and provides feedback to the building principal two (2) times a year. The Board adopted Administrative Performance Appraisal tool is designed to measure the effectiveness of the principal. The superintendent utilizes the tool to determine if the principal's performance exceeds or meets expectations or needs improvement. The categories of performance are:

- Shared Vision/Culture of Learning - the principal facilitates the development and articulates implementation of the learning that is shared and supported by the school community. The principal promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.
- Staff Relationships - the principal promotes the success of all students by interacting, supporting, setting high expectations and collaborating with the staff of the building.
- Professionalism - the principal promotes the success of all students by acting with integrity, fairness and in an ethical manner.
- Curriculum Leadership and Professional Growth - the principal assists appropriate staff to develop, maintain, and revise curriculum documents based on systemic review and analysis. The principal is resilient and displays personal behavior that is appropriate and professional.
- Managerial Leadership - the principal promotes the success of all students by ensuring management of the organization, operations and resources for safe, efficient and effective learning environment.
- Budget - the principal ensures programs are cost effective and funds are managed prudently.
- Community Relations - the principal promotes the success of all students by collaborating with families and community members.

### STAFF

Teachscape will be used to measure the effectiveness of staff who works within the turnaround school. Teachscape is a suite of tools designed in partnership with Charlotte Danielson to prepare observers to complete fair and consistent observations of classroom practice and to prepare teachers to actively focus on and collaborate in discussions around their teaching effectiveness relative to the Framework. Teachscape also combines classroom observation data with measures of student learning. It allows the observer to identify and share strengths and target select areas for improvement.

The following timeline for observation, including feedback and professional development, will occur:

The First Formal Observation, mid-October; the Second Formal Observation, mid-November; the Mid-year Self Assessment and removal of ineffective teachers, mid-January; End of Year Self-Assessment, June 1; End of Year Summative Report, June 15

**Specify how the school will screen all existing staff and rehire no more than 50 percent.**

## Reform Redesign Report

Ralph J. Bunche Academy

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All existing staff at Bunche Academy will receive lay-off notices by April 15, 2013. Each staff member will interview for rehire of no more than 50% of instructional staff.

During the interview screening process, each teacher must produce a portfolio of work, an analysis of classroom assessments, i.e. IOWA, MEAP, MLPP classroom assessments, and common and formative assessments, 3 recommendation letters not older than a year. The 2011-12 and 2012-2013 teacher evaluation rubric and student growth data based on IOWA and MEAP will also be considered in the rehire of teachers. Also, during the screening rehire process, teachers will be provided scenarios on a rich array of data on student achievement and demographic characteristics from two different classrooms "one high-performing and one low-performing" and will be required to do an analysis of the achievement. The teachers will be required to look deeply into the data and guide the conversation about instructional practices, pursuing questions about differences in instruction, curriculum, and assessment in the schools represented by the two data sets. Teachers will be required to expound on their commitment to equity and focus on teaching practices. Each teacher will be ranked using the "Screening Interview Candidate Evaluation Form" and rehired on competencies including assessment and instructional practices, successful academic performance and student growth, acting with initiative and persistence, analytical thinking, conceptual thinking and teacher preparation.

Job vacancies will be posted on April 15, 2013. The interviewing process for rehire of no more of 50% of the instructional staff will begin April 29, 2013 and end May 20, 2013. Interviews will be conducted by the superintendent and designated team. Interviews for new instructional staff will begin June 3, 2013 and end by June 24, 2013. New hirees will expected to meet the same competencies as the rehirees.

### **Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.**

--Staff is encouraged to volunteer to participate on the school improvement team (Kelley Beck, teacher chair; Lea Emmons, teacher co-chair; Lori Bock and Wendy Himelhoch, teacher team members; principal; Jennifer Love, parent; and Alean Nixon, School Board representative; Dr. Jonella Mongo, instructional coach), facilitate or co-facilitate school improvement meetings, and present relevant information from workshops or classes to colleagues at school improvement meetings.

--Staff at Bunche Academy is encouraged to volunteer for leadership opportunities, i.e. formative assessment coordinator and CLASS A grade level projects, available through Wayne County RESA.

--Bunche Academy provides staff opportunities to chair Professional Learning Communities by grade level and core content area.

--Incentives for perfect attendance per semester include a \$100.00 Visa gift certificate, 4-week reserved parking, principal for the day, and \$100.00 requisition for classroom supplies.

--Staff Member of the Month as voted by peers allows for elected individuals to have a posted picture in the school's hallway and a written article showcasing their talents and expertise in the local community newspaper and school cable station.

--Teachscape will be used to measure the effectiveness of staff and allow the observer to identify and share areas of strength.

Performance based incentives will include a \$300.00 bonus per person for the school achieving AYP as stated in the teachers' union contract.

--Using the Survey Enacted Curriculum (SEC) through Wayne RESA new teachers will be mentored by principal appointed, highly effective senior staff. Mentees/mentors are given common planning time, 150 minutes per week, to provide professional support for the first two years of a new teacher's tenure. In addition, new teachers will be required to participate in monthly New Teacher's Academy meetings at Wayne RESA.

Title I set aside monies will be used for teacher incentives. All incentives and requirements are designed to recruit and retain highly effective

staff under the rapid Turnaround model.



## **PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

**Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

Ongoing, high quality, job-embedded professional learning will occur summer 2013 and throughout the 2013-2014 school year. Planning is underway to receive comprehensive Understanding by Design (UbD) in-service training and coaching support, beginning July 2013 from Authentic Education, Inc. With a focus on student learning needs, UbD provides an effective three-stage framework for designing instructional units using "Backward Design." It was determined that 39.9% of students were non-proficient in the CCSS as related to reading comprehension (key ideas, details and integration of knowledge and ideas). An item analysis of MEAP indicated that 48.4% of students were non-proficient in math problem solving and 33% were non-proficient in mathematical reasoning. Four full day in-service trainings will occur during July and August 2013.

42% of teachers strongly agree that adjusting and monitoring curriculum instruction, and/or assessment to meet the needs of students occurs in the school. Although 79% of staff strongly agree that collaborative meeting take place both formally and informally across grade levels and content areas, more than 50% of teachers agree that there should be more of an alignment between curriculum instruction and assessment. Consequently, this data supports the selection of Understanding by Design framework. Ongoing workshops (see professional development calendar) and weekly coaching support will be provided to help teachers use CCSS best practices for teaching ELA, social studies and math and to address development of appropriate units. Instructional coaches for ELA, social studies, and math will collaborate with all teachers in grades kindergarten through 3rd a minimum of 2 times per month. Feedback will include pre and post coaching conversations along with classroom visits for co-teaching, focused observations and/or demonstration lessons.

Monthly grade level meetings will continue, with all teachers will receiving 3 hours of protocol training to support student learning, effective feedback, and address improvement strategies. Participation in these uninterrupted grade level meetings will be required.

Learning Walks will be conducted by the principal, instructional coaches, and grade level teachers during block scheduling in an effort to further support teacher development. Training will take place during October and November 2013. Bi-weekly Learning Walks will be initiated in December 2013. The Learning Walks will emphasize the value of shared observation, followed by feedback and reflection on student learning. This non-evaluative learning tool used by the principal, coach, and teaching staff promote co-learning and professional dialogue about the complexities of learning.

**Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent.**

The new governance at Ralph J. Bunche Academy will include the assistance of an Academic Engagement Officer from the Board of Education office who will report directly to the superintendent. He/she will provide support to the new principal at Bunche Academy, the teachers and the students. He/she will also work with the instructional coaches at Bunche Academy.

The Academic Engagement Officer will be responsible for directing and facilitating implementation of district-wide academic interventions related to CCSS development, instructional practices and formative assessment that help students meet or exceed learning targets.

The responsibilities and outcomes of the Academic Engagement Officer will include:

- Provides guidance and support to schools experiencing academic challenges
- Serves as an active participant on district/school turnaround committees and/or lead district instructional support teams
- Analyzes Teachscape data to make decisions regarding the effectiveness of instruction
- Support implementation of coherent curriculum in English Language Arts and mathematics
- Identifies/develops/provides professional development training on the implementation of the reform and redesign initiatives
- Identifies instructional materials necessary to support implementation of the turnaround plan
- Collaborates with Wayne RESA consultants to provide content research-based strategies and CCSS transitional support
- Collaborates with school administrators and teachers to identify needs and provide feedback to improve instruction
- Observes classroom instruction for the purpose of gathering data to improve implementation of the turnaround plan
- Serves as a liaison to county, state and national agencies and professional organizations in English Language Arts and mathematics
- Maintains up-to-date knowledge base on effective instruction in the content area
- Collaborates to analyze and implement formative, interim, and summative evaluation of instruction
- Reports quarterly to the superintendent and/or Board of Education on student progress
- Direct special projects and perform other duties as assigned by the superintendent

Each grade level PLC chairperson will serve on the new governance committee. The grade level chairperson will provide directions and support to the teachers in their grade level. They will have bi-monthly meetings along with the principal and the Academic Achievement Director to discuss content area best practices as outlined in the goals of the school improvement plan. They will support implementation strategies designed to improve instruction. The PLC grade level chairpersons from Bunche Academy will also serve on the district wide school improvement team and participate in planning district wide professional development for teachers. The PLC chairpersons will participate in professional development through a variety of trainings through Wayne RESA and other agencies related to teaching and learning. The professional development trainings will focus on teacher effectiveness and student performance.

**Detail how the use of data will identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.**

The school will continue to work collaboratively with RESA to provide support in transitioning to the Common Core State Standards and to ensure data and assessment tools are identified as valid and reliable. By September 2013, the school will begin the transition of instruction to the Common Core State Standards, in English Language Arts and math. Curriculum revisions will be guided by the district curriculum team. Curriculum alignments will further take place by grade level during monthly grade-level team meetings and bi-weekly PLC meetings. Teachers will unwrap the standards in order to compare them to current classroom practice and identify adjustments to instruction and materials that support the depth of understanding of the new standards. Pacing guides for ELA and math using the Common Core State Standards crosswalk to the GLCE's will be provided at each grade level. Houghton-Mifflin Reading program builds on research that includes foundations for learning to read; decoding skills; fluency; text for reading instruction; developing reading comprehension; writing, spelling, and grammar. These skills are essential for beginning reading instruction K-3. MindPlay® Virtual Reading Coach, an intervention program,

provides interactive lessons with media-rich content; direct, explicit, and systematic instruction; scaffolded support; a virtual reading specialist and speech pathologist; self-paced and mastery-based instruction; and immediate and specific feedback for the lowest 25% performing students on the MindPlay diagnostic pretest. Independent research can be found on MindPlay at the National Center on Research to Intervention website: [http://www.rti4success.org/tools\\_charts/popups\\_instruction/programPopup.php?url=mrc\\_crews&title=My Reading Coach](http://www.rti4success.org/tools_charts/popups_instruction/programPopup.php?url=mrc_crews&title=My Reading Coach). Houghton-Mifflin research-based math program provides strong focus on skill building, problem solving, and concepts for mastery of learning. Ascend Math, a diagnostic computerized prescription based program, will reinforce common core math standards toward grade level mastery for the lowest 25% performing students on The Ascend Math diagnostic pretest. Research findings illustrates the power of the student-centric approach enabled by technology, where students typically work at their own pace, allowing teachers to spend more time with individual students and small groups. "Technology-infused interventions (ELL, Title I, Special Ed and Reading Intervention) were the top model predictor of improved high stakes test scores, dropout rate reduction, and improved discipline. The only other top model predictor for more than one Education Success Measure was the students per computer ratio with lower ratios (1:1) being preferable." (Project RED - [www.projectred.org](http://www.projectred.org))

The reform team has previewed the Houghton-Mifflin reading and mathematics Common Core Enhancement package for K-3. The Common Core Enhancement Packs include a Teacher Support Book that provides clear instruction for key Common Core State Standards at each grade and an Integrated Planning Guide to help teachers smoothly integrate the new Common Core lessons into their core instruction.

Based on the MEAP data dialogue, it was determined that 39.9% of students were non-proficient in the CCSS as related to reading comprehension (key ideas, details and integration of knowledge and ideas). An item analysis of MEAP indicated that 48.4% of students were non-proficient in math problem solving and 33% were non-proficient in mathematical reasoning.

- Students will receive instruction that focuses on content standards (CCSS) that promote understanding, inquiry, and the transfer of learning.
- Using the MIExcel Instructional Learning Cycle, the preassessment planning dialogue (what are students expected to learn); preassessment and instructional plan (how will you know when students have learned it); post assessment and instructional dialogue (how will you respond when students do not learn it) teachers will monitor and adjust instruction quarterly aligned to the district report card dates.

### **Describe how the school will promote the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.**

Schoolwide benchmarking data will be gathered and analyzed quarterly during weekly grade level and content PLC meetings using the Instructional Learning Cycle Discussion Guide and Houghton Mifflin individualized (formative, interim, and summative) reading and math tests. Itemized student data analysis will be used to inform and differentiate instruction to meet individualized student needs. Criteria for proficiency will be that all students are performing at a minimal 80% satisfactory level for a given instructional unit. Instructional staff will target non-proficient reading and math skills using cooperative learning processes and designed learning centers with a focus on differentiating instruction. The Title I reading and math specialist will instruct all students for 150 minutes per week on non-proficient skills and monitor progress.

Bunche's grade level and content PLC collaboration will take place during bi-weekly staff meetings to address academic achievement. Agendas and sign in sheets will be used to document the meeting.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers?**

Bunche Academy will adopt the MASS2020 Extended Learning Time model that will add thirty-five (35) minutes to each school day, and one (1) Saturday bi-monthly for three (3) hours. The model will include block scheduling with extended time in core academic subjects, literacy and math. The block schedule will reflect three (3) hours devoted to CCSS literacy, two (2) hours mathematics and two (2) hours electives, i.e. hands-on activities connecting with and reinforcing what's learned; community and civic activities; partnerships and new resources to work with children that are project and inquiry based activities; extra-curricular activities, i.e. Spanish, art, music, sports, dance, and video production; and tutoring. Every second and fourth Wednesday, teachers will have additional planning time, grade level and cross grade level collaboration. The school schedule will be extended by an additional four (4) weeks, four (4) hours per day. Summer school will follow the extended school year for three (3) weeks, (4) hours per day. The summer school curriculum will focus on a themed curriculum which includes core academic content where children are less proficient. Summer school will include weekly field trips directly connected to student learning objectives. A three week Kinder Camp will be offered to prekindergarten students and new students entering kindergarten with an instructional focus on kindergarten readiness skills such as reading, math and listening skills.

After school tutoring will be offered during the school year to all Bunche Academy students. The instruction will be based on intensive intervention, customization of individual student needs, as well as CCSS. After school tutoring will consist of one hour sessions, four days per week.

Enrichment activities offered by Bunche Academy include an after school 'Book Club' and a 'Math Masters Club'. The after school 'Book Club' will meet bi-monthly and involves reading, vocabulary development and comprehension activities for grade levels two and three. 'Math Masters Club' will enhance student math skills through 'hands on' learning and skill mastery of grade level expectations for students in grades one through three.

Every second and fourth Wednesday, teachers will have an additional three and a half hours planning time for data dialogue, grade and cross grade level, and core subject collaboration. The meetings focus will be on curriculum planning, instructional strategies and transitioning to CCSS. They will provide opportunities for teachers to collectively plan instructional goals and objectives to increase student achievement.

**Detail how the school will provide appropriate social, emotional and community services that support students.**

The school social worker will work with teachers and parents to ensure each child's physical, social, emotional and educational needs are being met. Students in need of support are referred by parents and teachers. The school social worker provides individual student support a minimum of 1 to 2 times per week for 30-40 minutes. Small groups' support for 3 to 5 students is provided once a week for 45 minutes to an hour. Services include social-emotional support, self-esteem development, personal hygiene, anger management, and decision making skills. Additional support includes grief and domestic violence counseling as needed. Schoolwide bullying workshops are conducted for each individual classroom and parents in October with follow-up throughout the school year. Videos, art work by the students, and role playing will be conducted to fully address the topic and give students' tools to assist with bullying experiences in the classroom or the community.

Teachers and parents will also be provided tools and information once a year at a scheduled meeting where questions are answered by the  
SY 2012-2013

social worker related to what to look for in the classroom, home and in the community and what they could do to prevent bullying.

The school social worker will also work with other social service professionals in the community, such as doctors, behaviorists and psychiatrists, to coordinate the needs of students. Every year the school social worker will address the needs of students through the support community partnerships and initiatives, i.e. Gleaner food bank, See to Achieve, parent support groups, Thanksgiving baskets, local churches and businesses, Coats for Kids, providing assistance to parents with furniture and other household goods.

Gleaners Backpack program will be provided where students are given backpacks of food each week with healthy food for the weekend. The See to Achieve program, a partnership with Detroit Public Schools, Ford Motor Company and Lens Crafters will offer free eyeglasses to students. Each year students will be provided the opportunity to participate in this program district wide for free exams and eyeglasses.

Parent workshops will be conducted monthly, twice a day, to accommodate those parents that work during the day or are not available in the afternoon. The sessions will include but are not limited to topics such as "Improving Parent-Teacher Communication", "Giving Kids Good Values", "Building Physical Confidence in Children", and "Setting Appropriate Limits for Today's Children". During these sessions parents will be able to discuss what works for them as they share with other parents as well as the social worker.

There will be uniform exchange program for parents to allow them to exchange smaller uniforms for bigger uniform throughout the year. Uniforms will be provided for those students and families having difficulty purchasing uniforms. As the school year progresses, the program will grow and every student will be provided uniforms.

The social worker will add more family intervention including visits to the home, counseling support for the whole family that focus on family values, traditions, togetherness and problem solving skills while developing confident and strong students.

The above activities will establish evidence through the school year, SWW progress notes, Functional Behavior Assessments, staff and parent meeting attendance, sign in sheets and agendas will document participation in all school related activities.

# Assurances Report

## Michigan Department of Education Assurances

### Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	Educator Evaluation Form School Administrator Evaluation Rehire Review Process - Screening Interview Candidate Evaluation Form <u>TEACHER AND LEADER EVALUATION PROCESSES.docx</u>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	Professional Development Calendar 2012-2013 Professional Development Calendar 2013-2014 New Teacher Institute 2013 <u>PROFESSIONAL DEVELOPMENT CALENDARS.docx</u>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	School Calendar Increased Learning Time <u>INCREASED LEARNING TIME SCHOOL CALENDAR.docx</u>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Increased Enrichment Opportunities 2013-2014 <u>INCREASED ENRICHMENT OPPORTUNITIES.docx</u>
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Teacher Collaboration Schedule 2013-2014 <u>TEACHER COLLABORATION SCHEDULE 2013-2014.docx</u>
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	Memorandum of Understanding <u>COLLECTIVE BARGAINING AGREEMENT.docx</u>